

Leading National Assessment Seminar 2022

Nau mai, haere mai



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Ngā mihi tīmata

Karakia tīmata

Housekeeping

Mihimihi

Tēnā koutou katoa

Ko NAME tōku ingoa

Nō PLACE NAME ahau

Ko te POSITION o te SCHOOL NAME.

Kia ora koutou.



Whakatauki



Ehara taku toa i te toa takitahi, engari he toa takitini

Success is not the work of an individual, but the work of many



Our focus areas

1. Quality Assurance of Assessment Practice

- What is it and why is it important?
- School / Kura Quality Assurance practices
- NZQA's Quality Assurance of schools / kura

2. NCEA Change Programme

- Pilot and transition arrangements
- Implications for assessment practice and assessment leadership



Seminar Programme

8.45 – 10.30am

- ✓ Quality Assurance – in schools and kura, by schools and kura
- ✓ Effective Leadership, Ownership, Capability
- ✓ Effective self-review

10.30 – 11.00am

PARAMANAWA



11.00 – 12.30pm

- ✓ Quality Assurance – of schools and kura, by NZQA
- ✓ NCEA Change Programme
- ✓ Reminders
- ✓ Evaluation



Quality assurance of assessment practice – what, why, how

**What does quality assurance look like in
your school?**



Quality assurance of assessment practice – what, why, how

- Is there a common view of quality assurance at your table?
- Are there any interesting similarities or differences you'd like to share?



NZQA's quality assurance priority:

Ensure the credibility of the NCEA qualification, and ensure that assessment is fair, valid, and equitable for all learners.

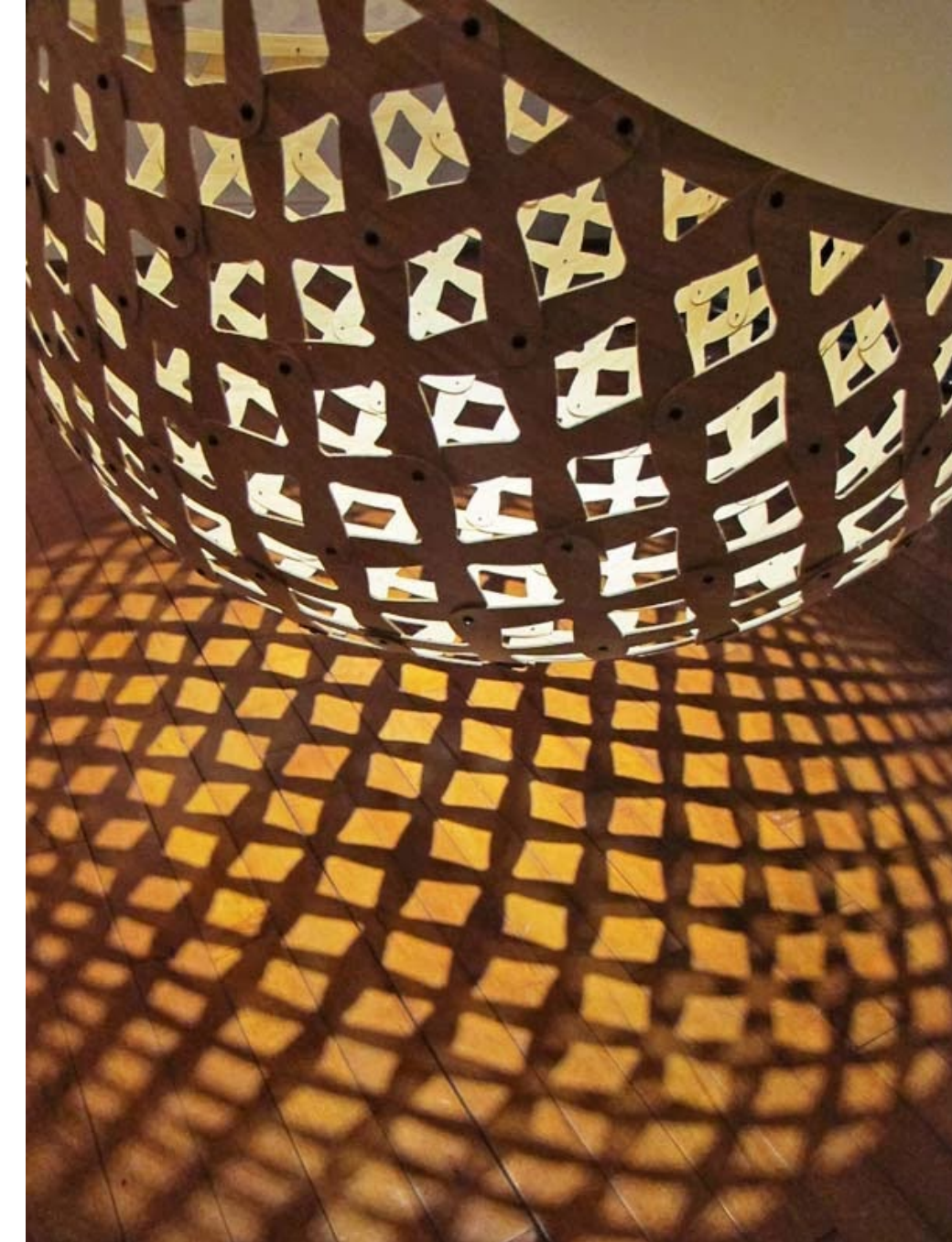


Quality assurance of assessment practice – who is responsible?



Schools' Quality Management Systems

- Does your school / kura have a Quality Management System document (QMS)?
- Does your school / kura have quality management systems?
- Do your staff know the importance of keeping to Consent and Assessment rules?



Effective quality assurance of assessment practice is about ongoing review and requires:



- ✓ Effective assessment **leadership**, with a clear direction and support for key roles
- ✓ Effective assessment **ownership** – involving shared understanding and responsibility for outcomes
- ✓ Effective assessment **capability** – to reflect on assessment purposes and processes

What are your school's strengths?

pages 6 & 7



Who does what in your school?

Is quality assurance of assessment practice a shared responsibility in your school / kura?



NZQA - Ensures the credibility of the NCEA qualification and that assessment is fair, valid and equitable at a national level

- Managing National Assessment review and report
- External Moderation and support for Internal Assessment
- Data analysis
- Subcontracting, Consent extension



Principal's Nominee and senior leaders

- e.g. Monitor completion of internal moderation



HODs, Middle leaders

- e.g. Ensure each standard is verified



Teachers

- e.g. Carry out valid internal assessment

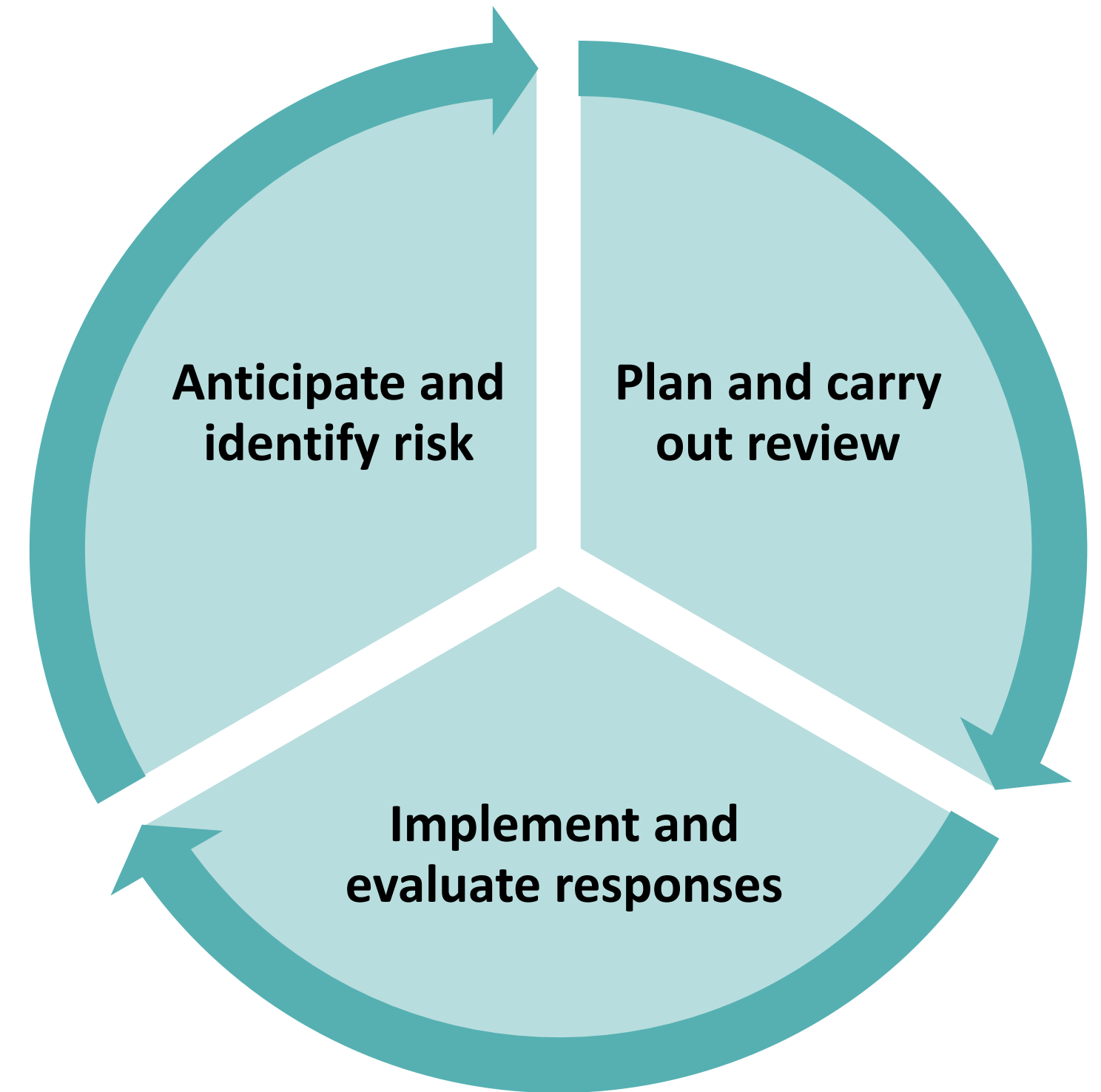


Students

- e.g. Follow assessment processes

Effective Assessment Leadership, Ownership, and Capability allow schools to?

- Get into your **allocated groups** to discuss the scenario you have been given
- Report back to your **table group**
- Talk about an assessment situation you have dealt with at your school where the **risk / review / response** approach could have been, or was, helpful?



Credible assessment is:

Valid

it is standard-specific and the assessment measures what it is intended to measure

Authentic

the evidence produced by the student is their **own** and accurately measures what they know and can do

Verifiable

the evidence needs to be recorded in a way that allows a second pair of eyes to confirm the grade and ensure that teacher judgments are consistent with the standard



Paramanawa



Can you work out these anagrams?

A QUAIL FICTION
qualification

MASSES SENT
assessment

ETHIC A NUT
authentic

SHOW RIPEN
ownership

IRATED MOON
moderation

SHOP IN RETAIL
relationship

RELAX NET
external

HIRED LEAPS
leadership

ALIBI ACT PY
capability



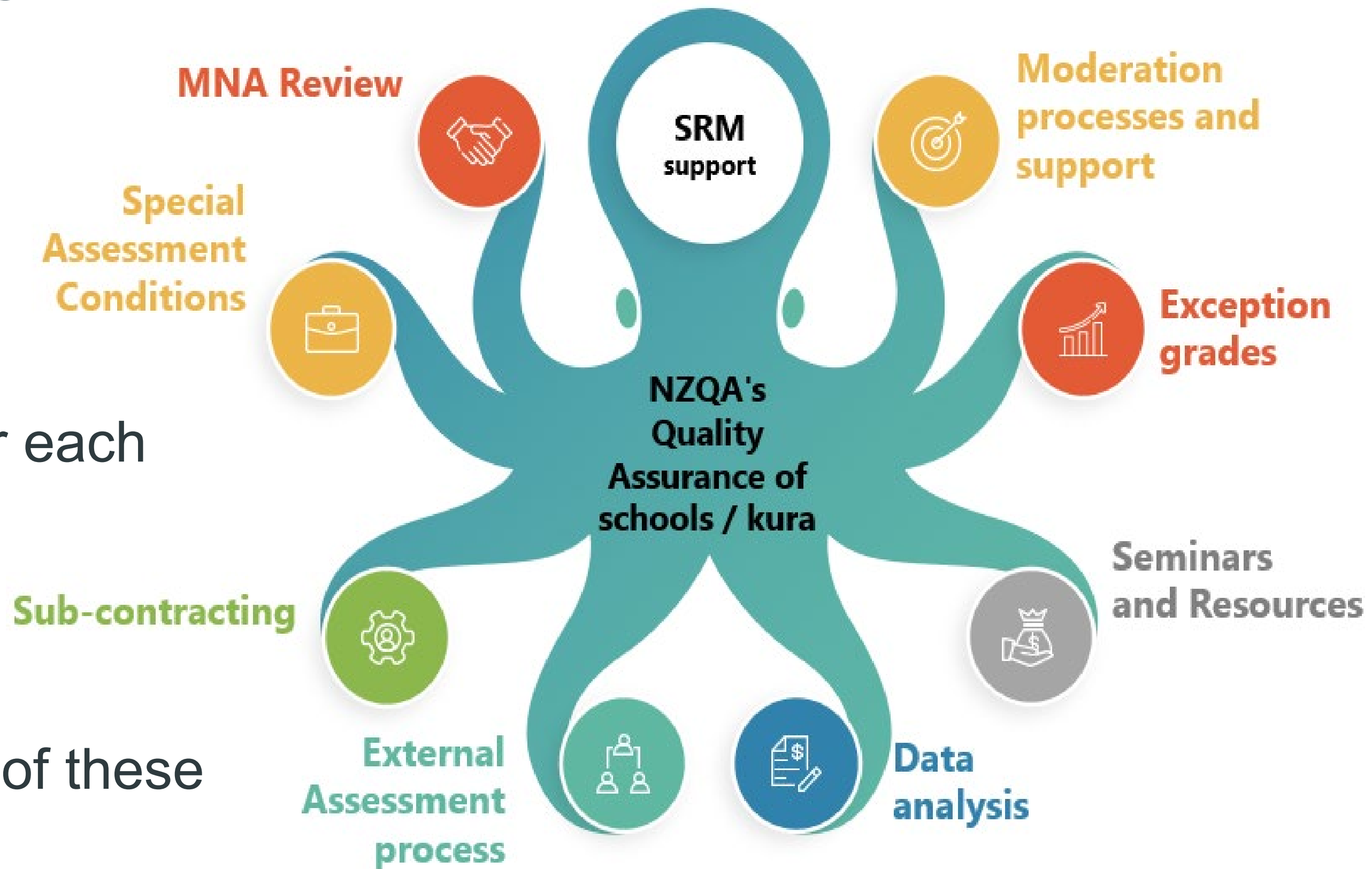
NZQA's Quality Assurance

Discuss:

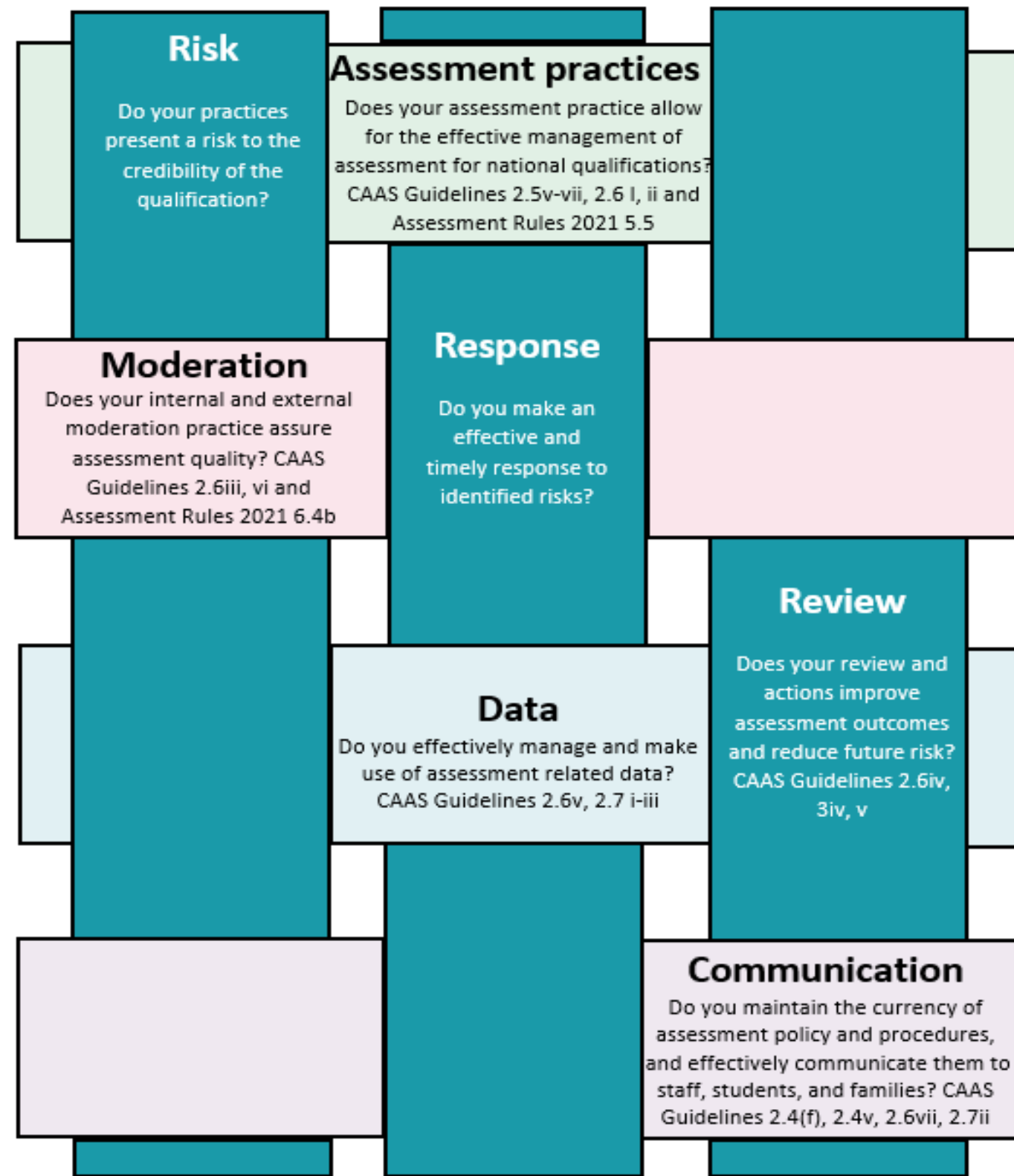
What does NZQA do for each of these?

What are the positives and challenges of each of these for your school / kura?

pages 12-15



Managing National Assessment



Continuous improvement rather than a 'moment in time'.

Greater focus on the school's self-review process, evidence of changes and why these were made.

Regular contact with and support from your School Relationship Manager

What are you confident about?

What needs work?

What do you need to ask about?

pages 16-19



How effective is your assessment?

Assessment systems and practices	Highly effective	<ul style="list-style-type: none">- systems and processes that enable you to meet all requirements of your Consent to Assess- purposeful processes that anticipate, identify, and respond to issues effectively- review procedures that are systematic and lead to shared understanding and improvement in assessment quality
	Effective	<ul style="list-style-type: none">- systems and processes that allow you to meet the requirements of your Consent to Assess- processes that identify issues and respond to issues successfully- review procedures that lead to improvement in assessment quality
	Not yet effective	<ul style="list-style-type: none">- systems and processes that may not consistently meet the requirements of your Consent to Assess- processes that may not address issues identified by NZQA successfully- review procedures that have variable impact on improving assessment quality

This will help to determine your next review date.



New in the MNA report

Action	Responsibility / Steps	Timeframe
External and internal review		
		Immediate / Within XXX
		Immediate / Within XXX
Credible assessment practice to meet student / ākongā needs		
		Immediate / Within XXX
		Immediate / Within XXX
Quality assurance to ensure the reporting of credible results		
		Immediate / Within XXX
		Immediate / Within XXX



External Moderation and Assessor Support

This has not changed –

- external moderation of internally assessed standards ensures that assessment judgements are at the national standard
- it provides evidence of the effectiveness of your school's quality assurance processes and informs your self-review

This has changed –

- selection of work for external moderation
- assessor support – Pūtake

This is to come –

- moderation in same year as assessment
- 3-4 key dates for external moderation through the year

Reminders –

- use ESL to access Pūtake
- requests for clarifications, queries and appeals
- templates in PN handbook



NCEA Change Programme -

- The Pilot and transition / implementation plan
- Common Assessment Activities timelines
- Implications of NCEA changes on assessment leadership, assessment ownership and assessment capability
- Implications of NCEA changes on internal assessment practice and quality assurance



2022



All Level 1 subjects piloted for New Zealand Curriculum (including Te Ao Haka, also piloted at L2 and 3)



All Level 1 subjects piloted for Te Marautanga o Aotearoa



5 standards piloted for Literacy and Numeracy | Te Reo Matatini me te Pāngarau



262 kura and schools involved in pilots



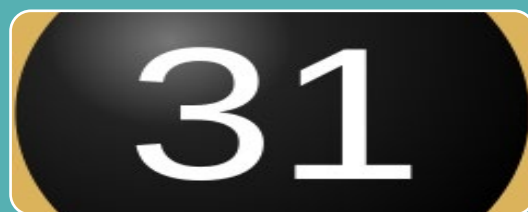
Business as usual assessment in NCEA Level 1, 2 and 3 and NZ Scholarship continues



2023



Level 2 mini pilots for Te Reo Māori and all Te Marautanga o Aotearoa



All Level 1 subjects piloted for New Zealand Curriculum



All Level 1 subjects piloted for Te Marautanga o Aotearoa



More schools and kura involved in pilots at L1 and L2



Te Ao Haka implemented at Level 1, Level 2, Level 3



5 standards implemented for Literacy and Numeracy | Te Reo Matatini me te Pāngarau



Business as usual assessment in Levels 1, 2 and 3 NCEA and NZ Scholarship continues



2024



Level 3 mini pilots for some New Zealand Curriculum and Te Marautanga o Aotearoa



All Level 2 subjects piloted for New Zealand Curriculum



All Level 2 subjects piloted for Te Marautanga o Aotearoa



All Level 1 standards implemented for New Zealand Curriculum and Te Marautanga o Aotearoa



Te Ao Haka implemented at Level 1, Level 2, Level 3



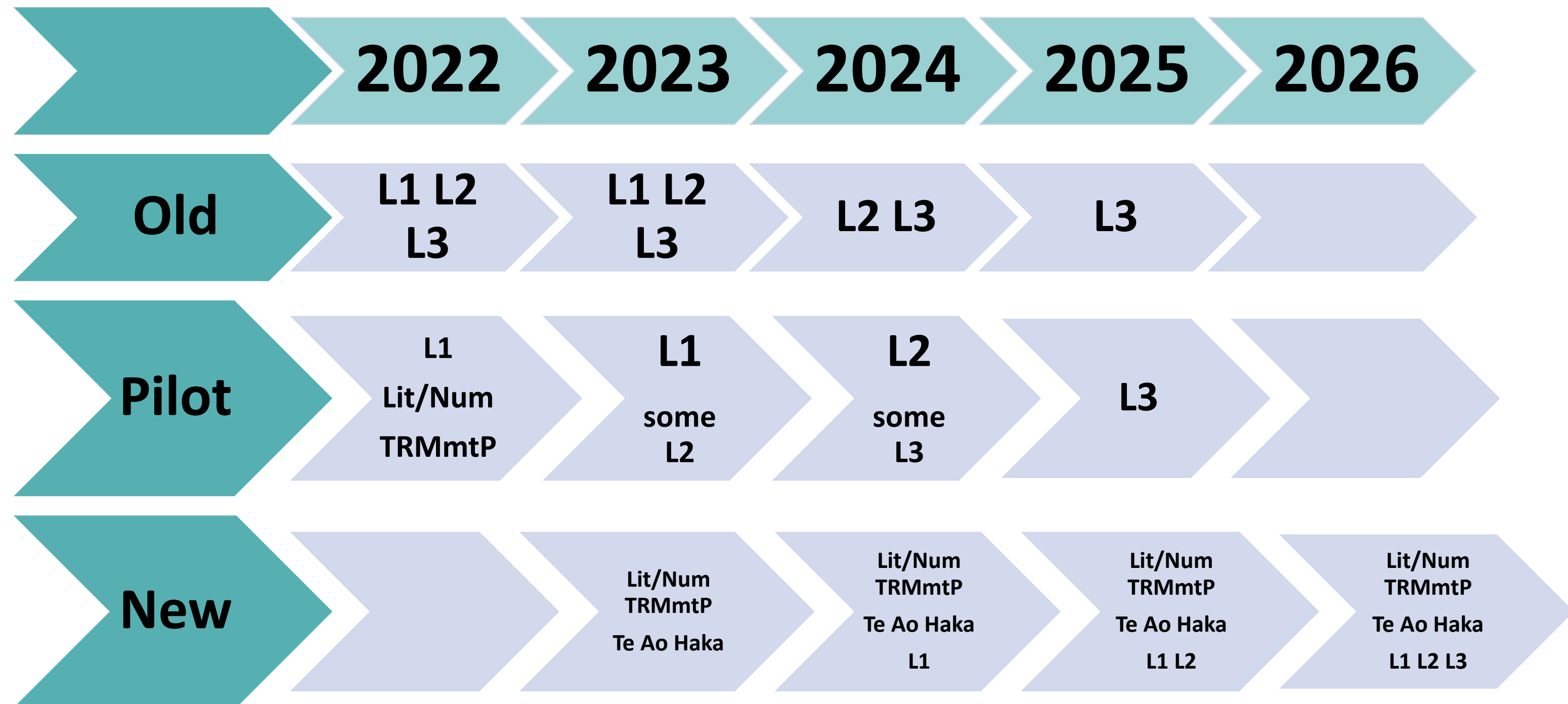
5 standards implemented for Literacy and Numeracy | Te Reo Matatini me te Pāngarau



Business as usual assessment in Level 2 and 3 NCEA and NZ Scholarship continues



The planned transition – an overview:



What should you know?

Check the links on page 23!

- Who in your school has oversight of the changes?
- What will be your challenges?



What will be new?

- The new qualification
- The new standards
- Mana ōrite mo te mātauranga Māori
- Yet to be decided



Common Assessment Activities timelines

Distribution of 2022 pilot CAAs by school term –
Submission or assessment dates

14

Term 2

5

Term 2 and/or 3

Literacy & Numeracy | Te Reo Matatini me te Pāngarau

33

Term 3

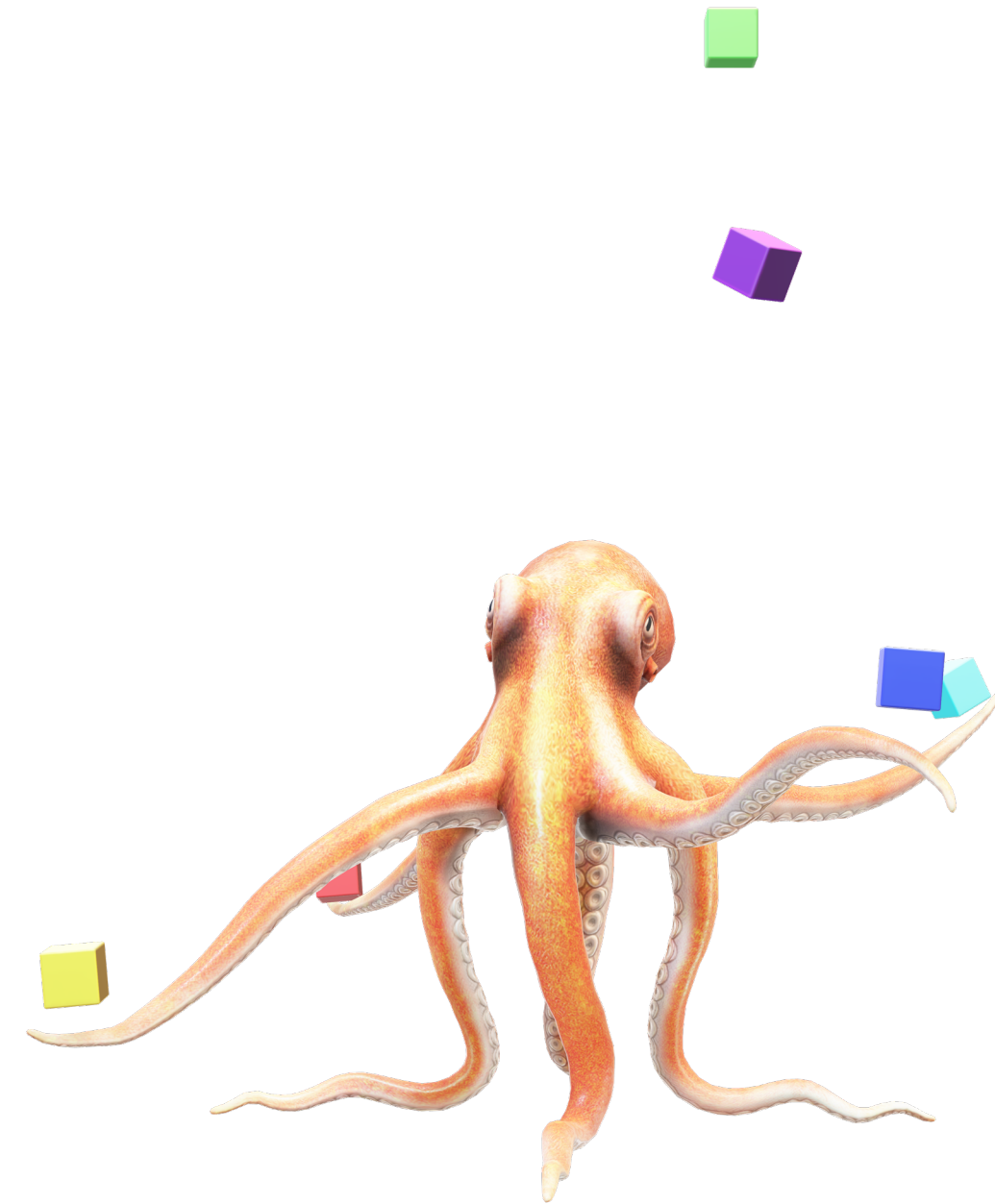
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Term 4



Impact on your school and who does what...

- Senior Leadership Team
- Curriculum leaders
- Teachers
- Students
- School culture / Kaupapa



pages 25-28



Things to consider

- ✓ Implications for 2023
- ✓ Full implementation - Implications for 2024 and beyond
- ✓ Considerations when managing CAAs



Implications of NCEA Changes

- Leadership
 - Ownership
 - Capability
-
- Risk
 - Response
 - Review



What are your next steps to support the successful implementation of NCEA changes in your school / kura?

pages 29 & 30



Reminders

- Changes to UE literacy standards
- External moderation requirements
- Feedback on Moderation reports
- Data file errors
- Workforce Development Councils (WDCs)
- Resources for Principal's Nominee and teachers



pages 31 - 33



Evaluation

Please complete the
Evaluation and Survey
before you leave



page 33



Hei konei ra me ngā mihi



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